DOCUMENT RESUME

ED 022 042 VT 005 642

By- Mills, Chester O.

SUPERVISION CONSIDERATIONS OF STUDENT TEACHING IN DISTRIBUTIVE EDUCATION

Bowling Green State Univ., Ohio. Dept. of Business Education.; Council for Distributive Teacher Education.
Report No- CDTE-Prof-Bull-11
Pub Date 67
Note- 39p.
EDRS Price MF-$0.25 HC-$1.64
Descriptors- *DISTRIBUTIVE EDUCATION, EDUCATIONAL OBJECTIVES, *EVALUATION CRITERIA, STUDENT EVALUATION, *STUDENT TEACHING, SURVEYS, *TEACHER EDUCATORS, *TEACHER RESPONSIBILITY

The purpose of this document is to provide an understanding of the teacher educator's responsibilities and basic considerations for supervising student teachers in distributive education. A review of literature in the student teaching field, both general and specific, questionnaires to 20 distributive teacher educators (15 returned), and personal interviews with 10 distributive teacher educators with supervisory responsibilities in student teaching programs were used to arrive at these responsibilities and considerations. No attempt was made to synthesize the information from a statistical point of view, but it is presented as a consensus of the teacher education group in the distributive education group. Included are discussions of (1) six success factors in a student teaching program, (2) an overview of the philosophy and objectives for student teaching in distributive education (both general and special criteria), (3) principles applying to the student teaching program, (4) the role and criteria used in selecting the teaching station, and (5) a suggested instrument for evaluating the student teacher. The questionnaire and the interview questions are included in the appendix. (MM)

C1

COUNCIL for DISTRIBUTIVE TEACHER EDUCATION

PROFESSIONAL BULLETIN

SERIES NUMBER 11

SUPERVISION CONSIDERATIONS of STUDENT TEACHING in DISTRIBUTIVE EDUCATION

CHESTER O. MILLS

Teacher Educator ☆ Distributive Education

Bowling Green State University

☆

This bulletin was produced and distributed by:

DEPARTMENT OF BUSINESS EDUCATION

Bowling Green State University

Bowling Green, Ohio

1967

VT005642
ED022042

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

1 SUPERVISION CONSIDERATIONS OF STUDENT TEACHING IN DISTRIBUTIVE EDUCATION

4 Council for Distributive Teacher Education

Professional Bulletin

Series Number 11

2 Chester O. Mills

Teacher Educator * Distributive Education

3 Bowling Green State University

3 Ohio

FOREWORD

The Council for Distributive Teacher Education was organized in 1961. Membership in the organization consists of teacher educators and other distributive education personnel with an interest in advancing distributive teacher education. The primary interests of the Council are research and publication.

This bulletin, Supervision Considerations of Student Teaching in Distributive Education, is concerned with theory, problems, cooperating teachers and schools, coordination, and the evaluation of student teacher activities in distributive education. It is hoped that the study will stimulate further interest in research so that additional recommendations will be forthcoming in this important area of teacher education.

The report was prepared by Dr. Chester O. Mills, State Teacher Educator for Distributive Education, Bowling Green State University. It was published through the courtesy of the Department of Business Education, Bowling Green State University, Bowling Green, Ohio. Requests for copies should be addressed to Dr. Mills.

Reno S. Knouse
Charter President, Council for
Distributive Teacher Education
State Teacher Educator for
Distributive Education
School of Business
State University of New York
at Albany

November, 1967

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	1
II.	SUCCESS FACTORS IN A STUDENT TEACHING PROGRAM	5
III.	OVERVIEW OF THE PHILOSOPHY AND OBJECTIVES FOR STUDENT TEACHING IN DISTRIBUTIVE EDUCATION	9
IV.	PRINCIPLES APPLYING TO THE STUDENT TEACHING PROGRAM	12
V.	THE COLLEGE TEACHER EDUCATOR AND THE TEACHING STATION	15
VI.	THE INEVITABLE EVALUATION OF TEACHING EXPERIENCES	20
	BIBLIOGRAPHY	27
	APPENDIXES	29

INTRODUCTION

Teacher educators of distributive education have been supervising student teachers in the field for several years but not until after the passage of the Vocational Act of 1963 has this responsibility of the teacher educator loomed so large. Expansion of local programs, demanding more teachers, has increased the need for effective measures in preparing teachers in the field.

For years, teacher educators have been utilizing "generalist" procedures established by teacher training institutions to supervise student teachers in the field. Many of these procedures developed for supervising student teachers were directed to experiences common to all fields and provided little if any consideration for the specialists disciplines, particularly distributive education. No fault may be laid to this situation as distributive education had not been a major discipline in the eyes of the college administrators involved with administering student teaching programs. However, with the significant increase of the importance of distributive education at the secondary level, teacher educators in the field began implementing their supervisory responsibilities with criteria peculiar to their field. Nevertheless, this action on the part of teacher educators was fragmentary and was locally oriented. No coordinated development of accepted understandings has evolved to keep pace with the expanded philosophy of the distributive education teaching field. One probable cause may be charged to the accelerated attention to new programs and methods of the field. The time has come as distributive education becomes a major discipline to give attention to the student teaching experience as a significant aspect in the field of distributive education.

Statement of the problem.--The basic problem is clear. Do we as teacher educators have basically defined considerations in supervising student teachers in distributive education? Do we have a set of accepted basic criteria for establishing teaching stations, selecting and orienting cooperating teachers, orienting local school officials, evaluating our responsibilities, and evaluating student teachers? If we do, what are these accepted basic criteria? The above problem infers a hypothesis.

Purpose.--The purpose of this paper is to provide an understanding of the teacher educator's responsibilities and to provide basic considerations for supervising student teachers in distributive education.

Limitations.--This paper is restricted to those processes agreed upon by teacher educators in the field and does not include general or specific administrative considerations established by teacher training institutions for conducting a total student teaching program. Only those understandings and considerations peculiar to the field of distributive education are discussed.

Sources of Data

A survey of literature in the field of distributive education as it concerns student teaching is limited. What little was available was the work of teacher educators who have developed their own set of criteria and operational procedures, however, a survey of the literature in the student teaching field in general is extensive. Most of the material surveyed involved readings and reports of activities of the professional organizations in student teaching. Other data has been collected through questionnaires and personal interviews with teacher educators. The latter material is highly subjective and can only be used to support the printed content. Student teaching operational brochures of teacher training institutions were received and studied.

Method of Investigation

Basically, three techniques were used to obtain information for this paper. First, questionnaires were sent to selected teacher educators - one questionnaire involved institutional practices in student teaching and the other asked for agreement of learning experiences to be accomplished at the teaching station. The second technique involved the survey of literature in the field, while the third technique took the form of interviews with selected teacher educators who have supervisory responsibilities in the student teaching programs. The latter method was conducted with teacher educators using a uniform set of questions to be asked.

Treatment of the Data

Data received concerning the operational functions of individual teacher training institutions were studied and general conclusions are presented in this paper. No attempt has been made to synthesize this information from a statistical point of view, however, a follow-up study may be made for the purpose of general interest.

Twenty teacher educators were selected to answer the questionnaire involving student teachers' learning experiences and teacher training institutional practices. Fifteen (75 per cent) were returned and found to be usable. Ten teacher educators were selected for answering questions concerning established criteria in distributive education student teaching programs. All answered the questions subjectively and are reported generally in this paper.

The questionnaire presenting a suggested evaluative instrument itemizing learning experiences has been studied and reported in this paper.

On the basis of agreement or disagreement of experiences listed, teacher educators suggested some additional learning experiences and these have been noted as such.

Readings in the field were used to support the considerations presented. The interviews, subjective as they were, provided substantial material for establishing suggested criteria in the student teaching field. It was necessary to interpret the replies as they related to each criterion.

The paper is presented as a consensus of the teacher educator group responsible for supervising student teachers in the distributive education field.

SUCCESS FACTORS IN A STUDENT TEACHING PROGRAM

If we asked ourselves to name the six most important factors in the success of a student teaching program for distributive education, we would probably generally agree that effective communication, excellence of student teacher stations, clear definitive objectives, good direction and supervision, master cooperating teachers, and evaluation and research are those key factors. Being quite general, the key factors must be supported by evidence.

Teacher educators and college representatives supervising student teaching in distributive education have been beset by numerous problems and among those are the wide variety of state plans which establish different policies and regulations in their respective student teaching programs. Treatment in detail of each problem would be painstaking, nevertheless, the key factors listed above are universal in nature and apply to all plans for student teaching programs including those in distributive education.

Without ascribing to any rank of priority, let us briefly and generally look at each key factor before we entertain any detailed thoughts about the student teaching program in distributive education.

Communication

There is no need to define what is meant by communication, but a close look at the dimensions, mechanics, involvement and effectiveness seems necessary. Since there are two dimensions to student teaching; namely, internal (institutional) and external (field), there seems to be a "take for granted" feeling existing both within and between each dimension. We often forget that there is a continuous movement of new people involved in student teaching--students, supervisors, administrators, etc. We should take note that the lines of communication keep getting more complex and extended.

Within each teacher training institution, internal communication is confronted with such problems as changes in supervisory personnel, communication between general and special subject supervisors, interaction between methods instructors and supervisors, inter- and intradepartmental communication, communication with students before and during student teaching, and general communication problems with other faculty members in the various academic areas. The student teacher programs in distributive education are affected by the above communication problems since they are often treated with a "specialist" approach.

External communication involves the interaction of the college supervisor or teacher educator with the cooperating school systems. Although some of these phases of communication involve legal and administrative procedures, the face-to-face contacts of the college supervisor for distributive education with those persons at the cooperating school level are by far the most effective ways of improving and maintaining good communication.

Student Teacher Stations

The student teacher in distributive education should reflect honor and dedication to the profession of teaching. Uppermost in the student teacher's mind should be--I shall become a master teacher. However, the student teacher may be impeded in reaching this objective if the student teaching station is not carefully selected. The teacher educator of distributive education should select the stations, with the approval of the college, by the use of a carefully prepared set of criteria. These criteria should be communicated and understood by all concerned, however, the wishes of cooperating schools will have to be considered in what makes sense in providing satisfactory high level student teaching stations. The quality of student teaching experience, in the opinion of the writer, is no better than the quality of the student teaching station.

Clear Definition of Objectives

As we look at some of the problems of student teaching in distributive education, we wonder why there is a lack of defining specific objectives and why they have not been implemented and effectively communicated to those concerned. There are objectives common to all subject fields of student teaching, and there are those peculiar to the special areas. In distributive education, there are some unique objectives totally unlike those in most academic areas. These objectives, unless definitely understood and agreed upon by those concerned, may result in confusion and ineffective teaching behavior.

No educator, much less the distributive education teacher educator, charged with student teaching responsibilities wishes to see his student bound by rigid goals or casting them in a single mold without any opportunity for individuality. On the contrary, the distributive education student teacher must be creative, and properly defined objectives should not hamper his ability.

Direction and Supervision

The direction of student teaching in distributive education should be the responsibility of that teacher educator who looks at the task as a career opportunity in the distributive occupations and who engages in it and works actively with its realities. The teacher educator must keep in mind that his program is part of the whole student teaching organization and program of the college.

Supervision in distributive education student teaching begins with such instances as able personnel, continuous and consistent personnel, and a dedication on the part of supervisory personnel to assist students to become excellent distributive education teachers.

Master Cooperating Teachers

It goes without saying that the effectiveness of the student teaching experience rests with the cooperating or supervising teacher at the student teaching station. It is through the efforts of these teachers that the foundation is laid for the new student teacher's desire to become an effective teacher in distributive education. Although master teachers are not always available, we must not be diverted from our original objective--that of continuously examining our practices in selecting and working with competent cooperating teachers. Let us not say, "I do not have enough master teachers." Let us say, "I will find solutions to this problem."

Evaluation and Research

It is well known that we in distributive education are woefully weak in research and evaluation in student teaching. Much of what we are doing has been the result of "adding on" to the methods and techniques passed down from research and evaluation in other fields. We get little "feedback" for improvement of our program except that which we ourselves do on a limited scale. Skill and knowledge is involved, decision making is involved, and these elements are subject to the rigors of analysis, inquiry, and assessment.

OVERVIEW OF THE PHILOSOPHY AND OBJECTIVES FOR STUDENT TEACHING IN DISTRIBUTIVE EDUCATION

We are aware of "Beliefs Concerning the Objectives of Distributive Education" and the recent report, "A Philosophy of Distributive Education," when preparing this report. We are aware of the necessity of these understandings as prerequisite to the knowledges needed to prepare new teachers for the field. Certainly without them, the prospective teacher of distributive education will not have achieved the first step in becoming a master teacher in the field. However, in reviewing these two fine contributions to distributive education, we must re-state our belief that they are foundations for the new teacher in his pursuit for becoming an effective teacher.

The student teacher equipped with a true philosophy of the field may direct his teaching efforts in the area of effective practice and performance. Much of the anticipated experiences of the student teacher involvesthe organization, climate, and environmental surroundings of his experience; that is to say, if the student teacher is to become effective in his teaching, he must have an atmosphere radiating readiness to receive him. Many people are involved in preparing plans to make this atmosphere as realistic as possible. Some of these people will include school and college administrators, school and college faculties, cooperating or supervising teachers, local business people, parents of high school students and teacher educators of distributive education. All of these people plus additional personnel in one capacity or another work together to plan situations where the student teacher may achieve the objectives necessary in good teaching.

Some of the more necessary general criteria to be accomplished in supervision of student teaching are listed for the purpose of showing that although there are differences in operational teacher training systems, there is

general agreement in the over-all objectives of student teaching plans.

General Criteria

1. Supervision is concerned with the total improvement of the teaching-learning process.

2. The total machinery for supervision of distributive education student teachers shall reflect continuous evaluation.

3. There shall be continuing encouragement for the development of meaningful learning experiences to meet the needs, abilities, and interests of student teachers.

4. Business community needs shall be constantly reviewed for the purposes of implementing student teaching techniques.

5. Teacher educators shall exhibit leadership in curriculum planning but maintain a strong conviction that others concerned with student teaching contribute to the success of a program.

6. Student teaching experiences in distributive education are not of an isolated nature but a part of the total educational experience of the prospective teacher.

7. Teaching experiences shall include a balanced articulation and coordination between the classroom, the community, and the cooperating training station.

8. Teacher educators take into account the individual differences of student teachers when evaluating success.

9. Teacher educators shall provide opportunities for student teachers to study and act in groups on problems of concern to them.

10. Student teaching should provide opportunities for experimentation and research in methods and subject matter.

There are some special criteria peculiar to the field of distributive education to be recognized in the student teaching program. Unlike most general subject areas, the distributive education student teacher may be involved in cooperative learning experiences, project learning experiences, or learning experiences involving students with special problems. Even though there are likenesses, distributive education offers vocational objectives clearly defined as opposed to the general concept of student teaching. It

is not the purpose of this report to discuss curriculum or its organization in terms of operating functions but to offer considerations for the student teacher in his first approach to "practice" teaching. Some of these special criteria or considerations are:

1. The student teacher shall observe and participate in vocational guidance activities.

2. The student teacher will visit the cooperative training stations to observe and participate in any dialog concerning learning at the station.

3. The student teacher shall be quite creative in the development of experiences directly related to his current occupational objective whether it be in a cooperative situation or in a project-type program.

4. The student teacher should be provided the opportunity to become active in business community relationships.

5. The student teacher should be given the opportunity to observe, participate, and plan coordination activities which affect his classroom program.

6. The student teacher should be given the opportunity to observe and participate in promotional and selective program activities.

7. The student teacher should be given the opportunity to provide leadership in the DECA Club program.

The special criteria will be implemented by most teacher training institutions where additional general and sometimes "elaborate" criteria are established. It is not the purpose of this paper to judge or relate criteria set forth by teacher training institutions offsetting student teaching programs as a whole, however, the teacher educator must provide a climate for the criteria to exist as he prepares his student teachers in distributive education for their practical experience in teaching.

PRINCIPLES APPLYING TO THE STUDENT TEACHING PROGRAM

The preparation of distributive education teachers is a mutual responsibility of the teacher education institutions and the public schools. In this cooperative enterprise, the teacher education institution should provide the basic preparation and instruction in general education and in the area of professional and technical knowledges in distributive education. It should provide for supervisory and coordinating services related to the laboratory experiences including student teaching. It is the responsibility of the public schools to provide distributive education laboratory facilities for observation, participation and student teaching together with the services of supervising teachers in the field of distributive education. Mutual understanding and respect are key factors in a cooperative program of distributive education. To secure such, it is important that there be a clear understanding and an acceptance of certain action principles. It is paramount that lines of responsibility be defined and that lines of communication be kept open between all personnel involved in the student teaching program. The principles of cooperative action will be listed under two headings.

A. Principles Applying to the Cooperating Schools

1. School systems which are selected for student teaching in distributive education should offer their facilities with the full knowledge and approval of the chief administrative officer.

2. A full explanation of the student teaching arrangements concerning distributive education should be provided the entire teaching staff so that the atmosphere of good will and understanding will prevail.

3. The selection of the most enthusiastic and competent distributive education teacher as cooperating teacher will contribute to the success of the student teacher.

B. Principles Applying to the Teacher Educator

1. The teacher educator should regard all contacts with cooperating schools and supervising teachers at the highest ethical level.

2. The teacher educator should regard the educational welfare of the pupils first, neither requesting nor maintaining a student-teaching situation which fails to advance that objective.

3. The teacher educator should work cooperatively with the school to discuss and evaluate the student teaching and laboratory-type experiences.

4. The teacher educator has the specific functions of:

   a. A public relations emissary between the teacher education institution and the cooperating schools.

   b. An intermediary between the student teacher and the supervising teacher.

   c. An individual counselor and teacher for the student teacher.

   d. An assessor and evaluator of student teacher competency in terms of records and reports which are certified to the teacher training institution.

5. The teacher educator should provide the supervising teacher with information relative to the student teacher's strengths and weaknesses.

6. The teacher educator should make periodic observations of the student teacher's work and provide constructive criticism for improvement.

7. The teacher educator should meet with the cooperating teacher after each observation to discuss the progress of the student teacher.

8. The teacher educator shall see that all requirements relating to a student teacher's experience have been met.

9. The teacher educator should determine, with the assistance of the cooperating teacher, if the student teacher is provided with necessary materials and supplies to effectively administer his classroom.

10. The teacher educator shall assure himself that the cooperating teacher has properly oriented the student teacher in such things as:

    a. School policies

    b. Individual student data

    c. Securing visual equipment

d. Unit and lesson planning

e. Periodic self-evaluation conferences

f. Key administrative personnel

g. School activities

h. Faculty relationships

i. Report making

j. Preparation of instructional materials

11. The teacher educator will assure himself that contractual agreements, schedule and transportation arrangements, and other necessary legal requirements have been completed.

THE COLLEGE TEACHER EDUCATOR AND THE TEACHING STATION

Basically, the student teacher in distributive education approaches the practical teaching experience with sound vocational objectives, a variety of teaching methods, a definite philosophy, an organized curriculum, and a knowledge of coordination practices for the field. He or she also approaches the practical teaching experience equipped with a background of technical knowledge and an adequate work experience in the distributive occupations. Although there are differences between states and differences in college requirements for admission to student teaching, basic differences chiefly lie in the total depth of teacher preparation.

Much discussion and dialog has taken place concerning the necessity of the new teacher for having a vocational approach to his teaching. These discussions usually involve the "generalist" and his attitudes who believes that if the teacher is equipped with the necessary teaching skills and knowledges of his field, he is meeting the basic needs for the classroom or laboratory. Herein lies the chief difference between the distributive education student teacher and basic or general business student teacher. The distributive education student is equipped not only with the skills and knowledges of his field, but an adequate practical background of working experience within that field. Such background permits the student teacher to relate such experiences as a necessary requirement to prepare their high school pupils for a vocational career. It is in this particular aspect of student teaching that the teacher educator places a great amount of importance. It is in this objective that some confusion exists, particularly with school administrators and the general high school faculty. Effective communication explaining the distributive education objectives will alleviate much of the misunderstandings.

The teacher educator must determine the readiness of each student teacher with respect to his or her preparation before he permits the practice of teaching in distributive education. Recognized teaching methods and a well-prepared curriculum without creativeness, flexibility, and enthusiasm will not make him an effective teacher.

It is general practice to require distributive education teachers to be prepared as teacher coordinators although their responsibilities may only involve classroom teaching. Such a policy is sound since all teachers perform some coordination functions whether they are in project method programs or the cooperative programs.

In summary, it is generally agreed that the student teacher basically shall have made himself knowledgeable in methods, curriculum, philosophy, and coordination techniques.

The heart of the cooperative program involves the teaching station and what it may offer the student teacher. Each teacher educator who supervises student teachers constantly seeks to utilize the best of the stations. But what is the best? There are no teaching stations existing that have all of the desired attributes that the teacher educator wishes nor will any one station meet all of the criteria set forth by him.

The teacher educator must select those which best meet the criteria. Among these desirable attributes of a teaching station in distributive education are:

1. A proven master teacher in distributive education.
2. An adequately equipped classroom.
3. Sympathetic school administrators.
4. An understanding school faculty.
5. A long-standing quality distributive education program.

6. A variety of quality distributive training stations.
7. Quality students who will benefit by the program.
8. Availability of instructional aids.
9. Convenient distance from college campus.
10. Opportunity for student teacher to exhibit creativeness.
11. Student teacher opportunity to participate in general school activities.
12. Enthusiastic DECA program.

It is generally agreed that the supervising or cooperating teacher is the most significant factor in the quality of the student teaching experience. Student teachers are greatly influenced by their supervising or cooperating teachers in methods of teaching, nature and extent of planning, uses of instructional material and relationship with the pupils. Research has contributed very little to identifying the special skills and characteristics needed by cooperating teachers of student teaching. Therefore, the problem of selection of cooperating teachers in distributive education assumes major importance.

Teacher educators of distributive education rely primarily upon the judgment of superintendents, principals and school supervisors concerning the excellence of the teacher who is under consideration as a supervising teacher. It would be difficult to envision a situation in which this would not be true. Much of the judgment is placed upon professional training, years of experience, excellence in teaching, and a desire to have a student teacher. The latter characteristic may have negative overtones; that is, "Let someone else teach my class," regardless of the quality of the other characteristics.

The teacher educator would consider these basic judgments but must consider other factors as criteria for the selection of supervising teachers. However, the cooperating teacher must consider what the teacher training institution expects of him such as his own concept of student teaching and his understanding of the

student teacher as a college student. The criteria for selecting cooperating teachers in distributive education really represent a type of self-evaluation on the part of the cooperating teacher. Such a concept in turn presents factors from which the college supervisor or teacher educator may establish his own criteria. Some of these factors are:

1. Cooperate with teacher educator in planning the student teacher's program.
2. Agree with teacher educator on student teacher's goals.
3. Provide conditions which encourage the student teacher to assume responsibility.
4. Assist student teacher in recognizing his strengths and weaknesses.
5. Allow the student teacher to develop along the lines of his own individuality including methodology and content uniqueness.
6. Permit the student teacher to make decisions.
7. Help the student teacher when he needs and desires help.
8. Protect the self-respect of the student teacher particularly in the realm of classroom control.
9. Provide administrative support as well as academic or supervisory assistance.
10. Provide opportunity to participate in coordination functions relating to student training stations.
11. Provide opportunities to display leadership in school-community relationships.
12. Provide opportunity to participate in and sponsor DECA activities.

Although the above factors represent only a portion of criteria desired by the teacher educator, they are major considerations.

The teacher educator of distributive education with student teaching supervision responsibilities should inventory his functions in terms of self-analysis. How else may he review his duties without asking himself questions relating to his capabilities and responsibilities? It is true that there are differences in

administrative responsibilities between teacher training institutions, but these differences would not compromise his self-analysis as he compares his responsibilities with teacher educators in other teacher preparation colleges. Institutions of higher learning have a variety of policies concerning the conduction of their programs and teacher educators, in evaluating their effectiveness, are affected by the following considerations:

a. Number of teacher educator observations of the student teacher in the classroom.

b. Length of time spent in observing during each visit

c. Requirement to accompany student teacher when visiting training stations

d. Conduction of student teaching seminars related to students' teaching experience

e. Teacher educators selection process of prospective teachers qualifying for student teaching assignments

f. Use of a specialized or generalized instrument for evaluating student teaching performance

g. Use of "generalists" as college supervisors assisting teacher educators in the student teaching program.

h. The free exercise to choose cooperating schools

i. Criteria in selection of cooperating or supervisory teachers in high school.

j. Length of time of student teaching experiences

k. The total college administrative policies governing student teaching

Regardless of the administrative differences, the teacher educator as a student teaching supervisor must be basically sensitive to human relations and understand their impact upon all persons involved in the program. His self-analyzation should reveal leadership ability in the whole area of good teaching if the end product he supervises, the student teacher, effectively progresses toward the goal as a master teacher.

THE INEVITABLE EVALUATION OF TEACHING EXPERIENCES

All learning experiences must end in some form of evaluation whether it is evolved by self-evaluation or by others. It may take the form of observation, demonstration, dialog, or written instrument, but it is done. Some approaches to evaluation may be informal and flexible in terms of outcomes expected while others may reach all the way to scientifically devised processes, but regardless of the evaluation process used, the element of human values is always present and with which we must reckon.

A survey to selected teacher educators supervising student teachers in distributive education indicated wholeheartedly that an evaluation instrument involving learning experiences should be used in this specialized field. Such an instrument by the very nature of its technical aspects should reveal the vocational objectives of the learning experiences. Although a few teacher educators felt the instrument to be a little too detailed, nevertheless, felt it was comprehensive and covered the necessary aspects of the student teaching experience. It is recognized that all the items to be checked may not be accomplished during the practical experience. The instrument reflects those experiences in a total evaluation process. Many unforeseen obstructions or administrative problems may prevent the total accomplishment of all experiences listed, however, the judgment of the cooperating teacher and the teacher educator should compensate for some omissions by communicating related information to the student teacher in the form of group seminars or individual conference activities.

A suggested evaluation instrument as approved by all of the selected teacher educators is presented in this part of the paper, however, it must be recognized as a listing of experiences and may be implemented or modified by each teacher educator to suit his own educational and administrative situation.

THE SUGGESTED INSTRUMENT

Distributive Education
Student Teacher
Evaluation Report

Directions: Evaluate the student teacher by circling the appropriate number. The scale proceeds from one (1), which is low, to six (6), which is high. If an item is not applicable or not experienced, do not mark it.

CLASSROOM OR LABORATORY

To what degree did the student teacher:

1.	Relate subject matter to maturity level of students.	1 2 3 4 5 6
2.	Plan full use of class time.	1 2 3 4 5 6
3.	Make use of available materials.	1 2 3 4 5 6
4.	Use a variety of materials.	1 2 3 4 5 6
5.	Develop and prepare unit instructional plans.	1 2 3 4 5 6
6.	Prepare and organize daily lesson plans.	1 2 3 4 5 6
7.	Prepare and present effective demonstrations.	1 2 3 4 5 6
8.	Make student assignments in depth.	1 2 3 4 5 6
9.	Utilize audio-visual instructional aids effectively.	1 2 3 4 5 6
10.	Effectively use the questioning system.	1 2 3 4 5 6
11.	Utilize a variety of classroom teaching techniques.	1 2 3 4 5 6
12.	Demonstrate effective classroom control.	1 2 3 4 5 6
13.	Exercise good grammatical proficiency.	1 2 3 4 5 6
14.	Demonstrate effective projection performance.	1 2 3 4 5 6
15.	Arouse student enthusiasm.	1 2 3 4 5 6
16.	Demonstrate knowledge and understanding of students.	1 2 3 4 5 6
17.	Establish student-teacher rapport.	1 2 3 4 5 6

18.	Continuously enrich the learning situation.	1 2 3 4 5 6
19.	Evaluate student growth and progress.	1 2 3 4 5 6
20.	Assign special work according to ability of student to prepare.	1 2 3 4 5 6
21.	Vary approach to problems.	1 2 3 4 5 6
22.	Demonstrate resourcefulness in face of classroom problems.	1 2 3 4 5 6
23.	Spell proficiently.	1 2 3 4 5 6
24.	Handwrite - (cursive)	1 2 3 4 5 6
25.	Handwrite - (manuscript)	1 2 3 4 5 6
26.	Handwrite on chalkboard.	1 2 3 4 5 6
27.	Prepare meaningful testing and evaluation instruments.	1 2 3 4 5 6
28.	Exhibit effective counseling in DECA activities.	1 2 3 4 5 6
29.	Utilize effective and well-planned vocational counseling techniques involving occupational careers and choices.	1 2 3 4 5 6
30.	Provide for effective and meaningful correlative experiences with respect to on-the-job needs.	1 2 3 4 5 6
31.	Provide opportunity for meaningful learning experiences in project method plan.	1 2 3 4 5 6
32.	Constantly allow for student creativeness.	

TRAINING STATION

To what degree did the student teacher:

1.	Speak business language effectively.	1 2 3 4 5 6
2.	Prepare or review training plans.	1 2 3 4 5 6
3.	Confer and consult with job sponsor.	1 2 3 4 5 6
4.	Refrain from correcting student at training stations.	1 2 3 4 5 6
5.	Provide for training station needs in classroom.	1 2 3 4 5 6
6.	Demonstrate good observation techniques.	1 2 3 4 5 6
7.	Promote good school image relationship.	1 2 3 4 5 6

8.	Evaluate students' work at the training station.	1 2 3 4 5 6

PERSONAL ATTRIBUTES

To what degree did the student teacher:

1.	Reflect a good appearance.	1 2 3 4 5 6
2.	Demonstrate emotional maturity.	1 2 3 4 5 6
3.	Reveal status of health.	1 2 3 4 5 6
4.	Accept criticism professionally.	1 2 3 4 5 6
5.	Promote meaningful supervising teacher-student teacher relationships.	1 2 3 4 5 6
6.	Maintain sense of humor.	1 2 3 4 5 6
7.	Exhibit tact.	1 2 3 4 5 6
8.	Demonstrate poise.	1 2 3 4 5 6
9.	Create a climate of friendliness.	1 2 3 4 5 6
10.	Cultivate good voice techniques.	1 2 3 4 5 6
11.	Guard against poor speech mannerisms.	1 2 3 4 5 6
12.	Express a cultural level of vocabulary.	1 2 3 4 5 6
13.	Exhibit interest in others.	1 2 3 4 5 6
14.	Demonstrate his high level of a well-rounded education.	1 2 3 4 5 6

PROFESSIONAL

To what degree did the student teacher:

1.	Demonstrate academic and technical competence in subject matter.	1 2 3 4 5 6
2.	Demonstrate elements of leadership.	1 2 3 4 5 6
3.	Participate in professional associations' meetings.	1 2 3 4 5 6
4.	Demonstrate ability to evaluate himself.	1 2 3 4 5 6
5.	Attend school faculty meetings.	1 2 3 4 5 6

6.	Prepare required reports promptly.	1 2 3 4 5 6
7.	Observe operational policies of school.	1 2 3 4 5 6
8.	Become knowledgeable of follow-up records of former distributive education students.	1 2 3 4 5 6
9.	Become knowledgeable of benefits of the National Association of Distributive Education Teachers.	1 2 3 4 5 6
10.	Have knowledge of the benefits belonging to the American Vocational Association and State Vocational Association.	1 2 3 4 5 6

PROJECTS AND ACTIVITIES

To what degree did the student teacher:

1.	Assign learning activities that are vocationally significant.	1 2 3 4 5 6
2.	Design meaningful and related instructional projects.	1 2 3 4 5 6
3.	Vary projects and assignments.	1 2 3 4 5 6
4.	Motivate students to accomplish special assignments.	1 2 3 4 5 6
5.	Design assignments directly related to student's career objective.	1 2 3 4 5 6
6.	Utilize instructional activities most desirable for student needs.	1 2 3 4 5 6
7.	Maintain high quality of student performance.	1 2 3 4 5 6
8.	Counsel effectively outside activities of DECA.	1 2 3 4 5 6

OVERALL ESTIMATE

Instruction: Check (X) in the category that best describes the student teacher NOW.

Unsatisfactory ☐ Marginal ☐ Adequate ☐ Good ☐

Excellent ☐ Superior ☐

Comments:

Several coordinators made comments concerning possible additions or implementation of the check list. These are briefly noted as follows:

Comments on Classroom or Laboratory List

Item 8	Revision suggested: Makes student assignments clear.
Item 11	Utilize a variety of classroom teaching techniques. (Breakdown to techniques such as One-to-One Ratio, Role Playing, Phillips 66 Method, Jury System, Etc.)
Item 24	Revision suggested: Item is too detailed.
	Revision suggested: Does in a clear manner.
Item 25	Revision suggested: Item is too detailed.
	Revision suggested: Does in a clear manner.
Add	Be alert to total school program of education.
Add	Observe good teaching and administrative procedures of the total staff.
Add	Become acquainted with use of para-professionals.
Add	Evidence of professional interest in teaching as a profession, not as an insurance certificate.

Comments on Training Station List

Item 8	Revision suggested: ". . .only if in cooperation with cooperating teacher."
Add	Counsels with students relative to job performance.
Add	Alert to training materials available from training station.
Add	Alert to changes in merchandising methods in each firm.
Add	Alert to use of business people suitable for special speakers, use on advisory committee, DECA activities, etc.
Comment	All highly desirable, but difficult for teacher-educator to supervise and evaluate.

Comments on Personal Attributes List

Add	Is public relations and human relations conscious.
Add	Is dependable.

Comments on Projects and Activities List

Add	Relate DECA activities to classroom instruction.
Add	Maintains expectations of high quality student performance.
Add	Visits classes for adults in distributive occupations.
Add	Is involved in organizing and promoting adult classes.
Add	Helps instructor with records and reports.
Add	Designs his own activities and projects to meet the objectives of distributive education, not just to vary one's teaching method.

BIBLIOGRAPHY

BIBLIOGRAPHY

Dull, Floyd. Criteria for Evaluating the Supervision Program in School Systems. Unpublished Dissertation, The Ohio State University, Columbus, 1960.

Johnson, Jim and Perry, Floyd. Readings in Student Teaching. William William C. Brown Book Company, Dubuque, Iowa, 1967.

The Association for Student Teaching. A Guide To Planning for Off-Campus Student Teaching. Bulletin 11, 1959.

The Association for Student Teaching. The College Supervisor. Forty-Third Yearbook, William C. Brown Book Company, Dubuque, Iowa, 1964.

APPENDIXES

APPENDIX I

EVALUATION OF STUDENT TEACHING EXPERIENCES

Directions: Please read the statement carefully and decide whether or not you agree in general with it. If you agree, check the space at the right of the statement under Agree. If you disagree, mark in the space provided. However, you may wish the statement re-worded; and if so, you may write the statement in the blank spaces following each section. If we omitted an item, please write what you believe to be omitted in the spaces below each section.

CLASSROOM OR LABORATORY	Agree	NOT Agree
1. Relate subject matter to maturity level of students.	____	____
2. Plan full use of class time.	____	____
3. Make use of available materials.	____	____
4. Use a variety of materials.	____	____
5. Develop and prepare unit instructional plans.	____	____
6. Prepare and organize daily lesson plans.	____	____
7. Prepare and present effective demonstrations.	____	____
8. Make student assignments in depth.	____	____
9. Utilize audio-visual instructional aids effectively.	____	____
10. Effectively use the questioning system.	____	____
11. Utilize a variety of classroom teaching techniques.	____	____
12. Demonstrates effective classroom control.	____	____
13. Exercise good grammatical proficiency.	____	____
14. Demonstrate effective projection performance.	____	____
15. Arouse student enthusiasm.	____	____
16. Demonstrate knowledge and understanding of students.	____	____
17. Establish student-teacher rapport.	____	____
18. Continuously enrich the learning situation.	____	____
19. Evaluates student growth and progress.	____	____
20. Assigns special work according to ability of student to prepare.	____	____
21. Varies approach to problems.	____	____
22. Demonstrates resourcefulness in face of classroom problems.	____	____
23. Spelling proficiency.	____	____
24. Handwriting - cursive.	____	____
25. Handwriting - manuscript.	____	____
26. Handwriting on chalkboard.	____	____
27. Prepares meaningful testing and evaluation instruments.	____	____
28. Exhibits effective counseling in DECA avtivities.	____	____
29. Utilizes effective and well-planned vocational counseling techniques involving occupational careers and choices.	____	____
30. Provides for effective and meaningful correlation experiences with respect to on-the-job needs.	____	____
31. Provides opportunity for meaningful learning experiences in project method plan.	____	____

CLASSROOM OR LABORATORY (Cont'd)

	Agree	NOT Agree
32. Constantly allows for student creativeness.	____	____

PLEASE ADD YOUR ITEMS TO BE CHECKED OR EVALUATED:

_____

_____

_____

TRAINING STATION

1. Speaks business language effectively.	____	____
2. Prepares or reviews training plan.	____	____
3. Confers and consults with job sponsor.	____	____
4. Refrains from correcting student at training station.	____	____
5. Provides for training station needs in classroom.	____	____
6. Demonstrates good observation techniques.	____	____
7. Promotes good school image relationship.	____	____
8. Evaluates students' work at the training station.	____	____

PLEASE ADD YOUR ITEMS TO BE CHECKED OR EVALUATED:

_____

_____

_____

PERSONAL ATTRIBUTES

1. Appearance.	____	____
2. Emotional maturity.	____	____
3. Status of health.	____	____
4. Accepts criticism professionally.	____	____
5. Promotes meaningful supervising teacher-student teacher relationships.	____	____
6. Maintains sense of humor.	____	____
7. Exhibits tact.	____	____
8. Demonstrates poise.	____	____
9. Creates a climate of friendliness.	____	____
10. Cultivates good voice techniques.	____	____
11. Guards against poor speech mannerisms.	____	____
12. Expresses a cultural level of vocabulary.	____	____
13. Exhibits interest in others.	____	____
14. Demonstrates his high level of a well-rounded education.	____	____

PLEASE ADD YOUR ITEMS TO BE CHECKED OR EVALUATED:

_____

_____

_____

PROFESSIONAL	Agree	NOT Agree
1. Academic and technical competence in subject matter.	____	____
2. Demonstrates elements of leadership.	____	____
3. Participates in professional associations' meetings.	____	____
4. Ability to evaluate himself.	____	____
5. Attends school faculty meetings.	____	____
6. Prepares required reports promptly.	____	____
7. Observes operational policies of school.	____	____
8. Maintains exceptional follow-up records of former distributive education students.	____	____
9. Has knowledge of benefits of the National Association of Distributive Education Teachers.	____	____
10. Has knowledge of the benefits belonging to the American Vocational Association and State Vocational Association.	____	____

PLEASE ADD YOUR ITEMS TO BE CHECKED OR EVALUATED:

_____

_____

_____

PROJECTS AND ACTIVITIES		
1. Learning activities are vocationally significant.	____	____
2. Designs meaningful and related instructional projects.	____	____
3. Varies projects and assignments.	____	____
4. Ability to motivate students for special assignments.	____	____
5. Designs assignments directly related to student's career objective.	____	____
6. Utilizes instructional activities most desirable for student needs.	____	____
7. Maintains high quality of student performance.	____	____
8. Effectively counsels outside activities of DECA.	____	____

PLEASE ADD YOUR ITEMS TO BE CHECKED OR EVALUATED:

_____

_____

_____

APPENDIX II

PRACTICES IN STUDENT TEACHING FOR THE HIGH SCHOOL DISTRIBUTIVE EDUCATION FIELD

Directions: Please check (✓) the appropriate response to the following questions.

1. Do you supervise student teachers in distributive education at the high school level? Yes___ No___

2. Do you select supervising or cooperating teachers? Yes___ No___

3. Do you have criteria or guidelines for selecting supervising or cooperating teachers? Yes___ No___

4. Do you consider the following among other considerations in selecting supervising or cooperating teachers?
   - Experience in teaching _____
   - Type of degree _____
   - Effectiveness as a teacher _____

   OTHER _____

5. What is the length of the student teaching experience in your teacher training institution?
   - 1 semester (full day) _____
   - 1 semester (half day) _____
   - 1/2 semester (full day) _____
   - 1 quarter _____
   - 2 quarters _____

   OTHER _____

6. How many visits do you make to a student teaching station?
   - 1 - 2 _____
   - 3 - 4 _____
   - 5 - 6 _____

   OTHER _____

7. What is the average length of each visit made to a student teaching station?
   - At least one hour _____
   - At least 1 1/2 hours _____
   - At least 2 hours _____

   OTHER _____

8. Do you accompany student teachers when they visit training stations of the high school students? Yes___ No___

9. Do you conduct student teaching seminars? Yes___ No___

10. If so, how many seminars during the period of student teaching experiences?

1 - 2	_____
3 - 4	_____
5 - 6	_____

OTHER_____

11. Do student teachers

Live in the school community	_____
Commute from the college campus	_____
Both	_____

12. Do student teachers receive a travel allowance? Yes___ No___

13. Do you have authority to refuse borderline student teachers from teaching in the distributive education area? Yes___ No___

14. What grade point average (based on 4 points) do you require students to have in their major to be eligible to student teach?

2 point	_____
2.25	_____
2.5	_____

OTHER_____

15. To be eligible to do student teaching in distributive education, must the student have completed a course in methods of teaching distributive education? Yes___ No___

16. To be eligible to do student teaching in distributive education, must the prospective student teacher have completed a definite period of observation in a high school class? Yes___ No___

17. Do you have a specialized instrument for evaluating the students' practice teaching experiences? Yes___ No___

APPENDIX III

INTERVIEW SURVEY WITH TEACHER EDUCATORS FOR SELECTING STUDENT TEACHING STATIONS IN DISTRIBUTIVE EDUCATION

1. What qualifications should a cooperating teacher have for supervising student teachers in distributive education?

2. Do high school training stations figure in your criteria for selecting student teaching stations?

3. Does the high school classroom or laboratory affect your selection of a student teaching station?

4. Does the quality of high school students in distributive education figure in your criteria for selection of teaching stations?

5. Is the reputation of the high school distributive education program a factor in selecting teaching stations? Activity of the DECA program?

6. How do the factors listed below affect your selection of a teaching station?

   a. Availability of instruction aids.
   b. Location with reference to college campus.
   c. Opportunity for student teacher to participate in general school activities.
   d. Attitudes of school administrators and faculty.

7. Would it make any difference in selecting a teaching station whether the cooperating teacher required his own techniques and methods to be followed or provided opportunities for student teacher innovations and creativeness?